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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for vocational or employment counselors, community or social workers, and paraprofessionals who wish to establish a job information and referral service center based within a given community. The goal of this module is to help participants: (1) identify the target population and its employment needs: (2) determine the personnel needs of the referral center: (3) survey business and industry to find employment opportunities: and (4) establish an efficient system of job information and client referral. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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ESTABLISHING COMMUNITY-BASED EMPLOYMENT PROGRAMS

Module 40

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Ellen A. Stewart
American Institutes for Research

March 1979

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COORDINATOR'S GUIDE

MODULE GOAL AND OBJECTIVES

Module Goal:

This module is aimed at vocational or employment counselors, community or social workers, and paraprofessionals who wish to establish a job information and referral service center based within a given community. The module may be used: in an existing community-based center to orient new employees who are unfamiliar with the workings of such an organization, or by individuals or groups needing information on, and training in, the technical aspects of the establishment of such a center.

The goal of the module is to provide the participant with information and practice in: 1) identifying the target population to be served and the employment needs of that population, 2) determining the center's personnel needs and establishing an effective chain-of-responsibility for carrying out the center's functions, 3) conducting a survey of the business/industry community to determine what employment opportunities are available, and 4) establishing and maintaining an efficient system for job information and client referral.

Module Objectives:

When you have successfully completed this module, you will be able to:

1. Specify in writing the target population to be served by the employment center program (hypothetical), a rationale for the establishment of the center, and a description of the services to be offered.

Successful achievement of this objective will require participants working in groups to: a) develop and practice using a needs survey questionnaire to determine the need for an employment program in a community; and b) develop, from questionnaire responses, a written rationale for the program's establishment and for the services to be provided.

Successful achievement will be determined by fellow participants working in "community" groups. The reviewing "community" will certify that the rationale: a) accurately describes the ethnic composition, SES breakdown, and work patterns of the community; b) describes job-related services already available to community residents; and c) lists the types of services to be offered by the employment center with a justification for each service.

2. Develop a chart which lists the tasks to be carried out in the initial phase of the establishment of the employment center described in Objective 1, and the staff needed for each task.

Successful achievement of this objective will require participants working in groups to: a) develop and complete a chart listing the tasks to be carried out by the employment center staff; b) select, from a list given in the module, the types of staff members needed to operate the center; and c) indicate, using a key provided in the module, the level of responsibility each staff member will have for each task listed. Successful achievement will be determined by the module coordinator.

3. Develop a questionnaire to be used with local businesses and industries which will collect information on at least: a) persons responsible for hiring, b) hiring record with respect to a specific target population, c) types of work carried out by the business/industry, d) types of workers needed, and e) average number of yearly openings.

Successful achievement of this objective will require the participant to: a) list at least four of the five types of information given above needed by the center in order to make contacts with business/industry and to place clients, and b) develop at least two survey questions for each information item listed.

4. Develop a questionnaire to be used with clients which will collect information on at least: a) education/training, b) work experience, c) skills, d) type of job desired, e) desired salary, and f) preferred location.

Successful achievement of this objective will require the participant to: 1) list at least five of the six types of information given above needed by the center in order to match clients with job openings, and b) develop at least two survey questions for each information item listed.

MODULE OUTLINE

			Page
Objective 1			
	15 minutes	Introduction and text section. (Text describes the purpose of community-based employment centers and lists possible program components.)	5
	90 minutes	Activity One (Participants develop and use a needs survey to develop a rationale for establishing a community-based employment center)	7
Objective 2			
	15 minutes	Text and discussion (Text discusses staffing needs.)	11
	45 minutes	Activity Two (Participants determine staffing needs for the employment center and assign tasks to staff.)	15
Objective 3			
	15 minutes	Text and discussion (Text discusses information needed for contacting employers and placing clients.)	21

60 minutes	Activity Three (Participants develop a questionnaire to be used in collecting employer information.)	27
Objective 4		
45 minutes	Activity Four (Participants develop a questionnaire to be used in collecting client information.)	28
20 minutes	Text (Text discusses and gives examples of systems for information management.)	33
45 minutes	Application (Participants develop a flow chart for managing client information.)	37
10 minutes	Wrap-Up	
6 hours total		

DETERMINING THE NEED FOR A COMMUNITY-BASED EMPLOYMENT PROGRAM

OBJECTIVE 1

DETERMINING THE NEED FOR A COMMUNITY-BASED EMPLOYMENT PROGRAM

Meeting Community Needs

Community-based programs, whether they are oriented toward mental health, employment, recreation, or any other type of service, are much more than just physically located within a given area. Such programs arise from a recognition of--and sensitivity to--very special needs of a given population which cannot, in many cases, be adequately met by existing state-wide, city-wide or county-wide programs. In the case of employment services, community-based programs serve as easily accessible sources of job information and referral, where staff members are familiar with the common work histories, skill levels, economic levels, and day-to-day needs and problems faced by community residents. Many of the existing programs are oriented to special need populations such as the aged, handicapped persons, veterans, and ethnic groups. Employment services, in these cases, may be only a segment of the overall program offered by the centers. Community-based programs differ from other employment programs in that they are: 1) commonly organized to serve a specific segment of the population, 2) headquartered in offices easily accessible to that population, and 3) operated on a nonprofit, no fee basis.

Services Offered

Because the operation of these programs is necessarily geared toward the particular needs of its clients, a wide variety of organizational structures and program components can be identified as one examines the many centers of this type across the country. Following is a list of program services which might be addressed by a community-based employment center:

> Outreach - active solicitation of clients, through mass publicity campaigns, door-to-door recruitment by program staff and volunteers, etc.
>
> Intake and vocational assessment - registration, initial assessment of capabilities and employment needs, and development of a plan for the individual.

Orientation - primarily entry-level training, emphasizing personal appearance, hygiene, techniques of job hunting, filling out employment forms, information on personal finances, etc.

Coaching - continued counseling and guidance through training and/or early stages of employment.

Basic Education - providing clients with minimum language and mathematics skills training.

Skill training and experience - providing clients with entry-level skills.

Services Offered

Job development - locating or creating appropriate jobs by working in cooperation with business and industry to expand job opportunities.

Job placement - matching job candidates with the requirements of particular jobs.

Follow-up and follow-through - continued support to help identify and solve problems of adjusting to jobs.

Support services - helping individuals meet problems of health, transportation, personal legal and financial difficulties, child care, etc.

Data collection and research - gathering data for program administration, evaluation of program effectiveness, and feedback into program development.

Client Needs Determine Services

The program components required for the success of any particular community-based program will depend on the needs of the clients to be serviced.

Activity One - Simulation

So far in the discussion of community-based employment programs, the key word has been "need" -- what major community needs support the establishment of the center; what individual and collective needs of the clients will shape program development? In the following activity, you will take part in a simplified simulated needs survey leading to the development of a hypothetical community-based employment center.

Directions - Part I: Developing a Needs Survey Questionnaire

1) Try to recall your first job-seeking experience. What sources of job information did you explore? What problems did you encounter?

2) On a separate sheet of paper, write the following headings (leave space for lists under each heading): Previous Work Experience, Skills, Special Training, Education, Financial Considerations, Special Problems, Type of Work Desired.

3) Again, recalling the first time you sought a full-time job, list the following under each heading (examples are given in parentheses).

Previous Work Experience - summer jobs, work study programs, etc. (filing clerk, part-time)

Skills - any special skill, e.g., foreign languages, typing, machines you can operate, etc. (computer programming, FORTRAN)

Special Training - technical/trade school training, training acquired through seminars, special classes (television repair, certificate of completion from Community Adult School)

Education - list schools, colleges, and dates attended including high school; degrees/certificates earned (Technical High School, 1961-64, applied math care area)

Financial Considerations - indicate minimum salary acceptable, salary desired ($800/mo. desired; $600/mo. acceptable)

Special Problems - list all problems which might affect the type, location, and hours of work that you can accept (child care needed for two pre-school aged children)

Type of Work Desired - list all types of jobs in which you are interested (bank teller)

4) Divide into numbered small group "communities" as directed by your module coordinator. Later, "communities" will be paired (i.e., Community 1 will work with Community 2 and so on). Select someone to "chair" your group meeting and someone to take notes.

5) Simulation: Members of your group are trying to determine if there is a need for a community-based employment center. You have decided that a survey should be conducted with community residents to determine the level of need and the types of services to be offered if the center is to be established. Your task now is to develop a survey questionnaire. As a group:

a) decide what types of information you will need to obtain from community residents. Develop column headings for each category of information;

b) under each heading, develop as many questions as your group feels necessary to obtain the information desired.

6) Return to the large group. The module coordinator will ask each chairperson to read off the headings developed for the group's questionnaire and she/he will list these on the board.

7) Discussion:

a) Are there any unnecessary categories listed?

b) Are any additional categories of information needed?

c) Will responses from this needs survey questionnaire provide information on:

- Employment patterns of community residents
- Economic status of residents
- Skill levels
- Educational levels
- Job-seeking methods commonly used and the success rates of these methods
- Training needs
- Special problems related to job-getting and job retention
- Other social services easily available to community residents (e.g., child care, financial counseling, legal services)?

8) Return to your small group. Review the questionnaire developed by your group and add or delete items as necessary. Each person should make his/her own copy of the questionnaire for use in Part II of this activity.

Directions - Part II: Applying Collected Information

1) Small groups will be paired for this activity as directed by the module coordinator.

2) Members of odd-numbered groups (Groups 1, 3, etc.) will play the roles of job placement interviewers; even-numbered group members will be job-seekers from the same community.

3) To begin, one interviewer should pair-up with a job-seeker (e.g., interviewer from Group 1 will pair with a job-seeker from Group 2). The purpose of the interview will be to determine what needs the job-seeker has which could be addressed by a community-based employment center. The interviewer should use the questionnaire developed by his/her group. The job-seeker should refer to the list of his/her own job-seeking experiences which was developed at the beginning of Part I of this activity.

4) When the interview is complete, switch roles with your partner and repeat the process.

5) Return to your small group. Each member has now had a chance to talk to a "community resident" and has information that will apply to the decision on whether or not a community-based employment center should be established, as well as what services the center would offer.

6) Share your questionnaire responses with your group. Combining the information gathered by all interviewers, as a group, develop a rationale for the establishment of the community-based center. The rationale must include the following items:

a) a description of community residents (ethnic backgrounds, common work histories, average income)

b) the types of job-related services already available to residents and how residents use those services

c) the types of services to be offered by the employment center and a brief justification for each service.

Checklist for Assessing the Achievement of Objective 1

1) Write the names of all group members at the top of the rationale. Exchange your rationale with your partner group.

2) Read over the rationale you receive. Place a check (✓) next to each of the following items which is contained in the rationale and which is an accurate description of your "community" group.

_____ a description of the community residents including ethnic make-up, SES breakdown, and work patterns

_____ types of job-related services already available to residents

_____ types of services to be offered by the employment center and a justification for each service.

____
Checked by (Group #)

____
Date

Return this sheet to your module coordinator.

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SETTING UP YOUR OFFICE

OBJECTIVE 2

SETTING UP YOUR OFFICE

Staff and Tasks

The staff required and the tasks assigned to each staff member will vary from center to center, depending on the number of clients to be served, the size of the business/industry community you will work with, the number of program components offered and the availability of funds for operation. The subject of funding for community-based centers is so broad a topic that it cannot be handled within the time allotted for this module. Since the inspiration for community-based programs springs from such a wide variety of sources, funding can range from private donations to grants from the Manpower Administration.

Basic Arrangements

While the overall structure of a community-based center may vary, some basic arrangements should be present in all centers:

1) A central headquarters should be established for program functions. Whether in someone's home, a storefront, or a formal office, a central place must be arranged where clients may call or come in for information, where correspondence may be received and files kept.

2) One person must be assigned primary responsibility for the operation of the program. This is especially useful to business and industry representatives who must know to whom job orders should be transmitted and to whom placement problems can be referred.

3) A centrally located filing and retrieval system for job and client information must be established. All files must be kept together and in an easily understood system..

Services

In order to determine the numbers and levels of staff members required for the efficient operation of your program, you must have a clear understanding of what your program will offer. For the purposes of the next activity we will group services under four headings: Public Relations, Orientation, Placement, and Follow-up.

Public Relations

Public Relations - Basically, to bring in clients and gain community and business support, you must sell your program to the public. This may require a large-scale campaign in the initial phase of your program, and a more limited effort as the program continues. The extent of your public relations component will depend on the community to be served and on available funds and manpower. The following lists[1] suggest resources you may wish to explore:

Public Relations Resources

Printed Word

Advertising
Billboards
Bulletin Boards
Bumper Stickers
Cartoons
Direct Mail
Displays
Handbooks
Leaflets
Mottos/Slogans
Newspapers
Reprints
Special Publications

Sight and/or Sound

Tape Recordings
Filmstrips/Slide Tapes
Motion Pictures
Photographs
Posters
Radio
Slides
Television

Spoken Word

Announcements
Proclamations
Speaker's Bureau
Special Programs/Weeks
Speeches
Telephone

Orientation

Orientation - Some clients may be undertaking their first job-seeking experience. Others may be in need of basic skills training or looking for new careers. How will you help these people explore job-seeking techniques and gain a general knowledge of what to expect from the business and industry community? Orientation methods used may range from providing clients with an informational packet for their private use, to organizing short courses or field trips to work sites.

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[1] From Developing Effective Public Relations, by Norman C. Gysbers. National Consortium on Competency-Based Staff Development, 1976. Reprinted with minor revisions, 1978.

Placement

Placement - The placement component involves three simultaneous activities: collecting client information, collecting employer and job information, and matching the two. The collection of information on employers and job openings will require constant contact with persons responsible for hiring.

Follow-up

Follow-up - Follow-up could be considered a part of your public relations effort. Once a client is placed, it is important to record information such as: the type of job, name of the company, wages or salary earned, problems encountered by the client or employer, and, at a later date, the length of time the job was held. This information will be useful in providing reports for funding sources, in developing a leaflet showing success rates for the purpose of bringing in new clients, and in boosting staff morale by showing them the results of their efforts.

Activity Two

Directions:

1) Return to the small group you were in for Activity One. You will recall that during that activity you developed a needs survey questionnaire and used the results from the simulated interviews to outline a rationale for the establishment of your community-based employment center. That rationale included the services your group proposed to offer. You will need your rationale for this activity.

2) Use the worksheet on the following pages. As a group, arrange the services you listed in your rationale according to the headings on the worksheet. Add services which your group now feels are necessary but which were omitted from the rationale. On the numbered lines of the lefthand column of the worksheet, list all major tasks to be carried out in providing each service. Add lines where necessary.

3) From the following list of staff titles, as a group, select the types of staff members which you feel would be necessary for the efficient operation of your program. ("Client" is included in the list since there could, conceivably, be tasks for which the client has major responsibility.) Enter the selected titles into the slots at the top of the worksheet. Add titles to the list if necessary.

Program Director
Job Skills Instructor
Vocational Counselor
Placement Coordinator
Field Representative
Secretary/Filing Clerk
Receptionist
Client

4) Using the following key, as a group determine each staff member's level of involvement in each of the tasks you have listed.

Key:
1. Primary responsibility
2. Direct involvement, but not primary responsibility
3. Should be kept informed
4. Not applicable

For example, under the Placement heading you might list "collecting employer information" as one *service* your program will offer. One *task* to be carried out in performing that service might be "initiating contacts with employers." For that task, the necessary staff members and their levels of involvement might be as follows:

	Program Director	Job Skills Inst.	Voc. Counselor	Placement Coord.	Secretary
Initiating contacts with employers	2	3	3	1	2

5) Return to the large group. Discussion will follow.

Worksheet 1

Public Relations

Service									
1.									
2.									
3.									
4.									
5.									
Service									
1.									
2.									
3.									
4.									
5.									

Orientation

Service									
1.									
2.									
3.									
4.									
5.									
Service									
1.									
2.									
3.									
4.									
5.									

Placement Service									
1.									
2.									
3.									
4.									
5.									
Service									
1.									
2.									
3.									
4.									
5.									
Follow-up Service									
1.									
2.									
3.									
4.									
5.									
Service									
1.									
2.									
3.									
4.									
5.									

Checklist for Assessing the Achievement of Objective 2

Use this checklist to certify that the person whose paper you are reviewing has completed the requirements for Objective 2. Put a check (✓) next to each of the following items that is contained in the chart:

____ a list of tasks to be carried out by the employment center staff

____ a list of the types of staff members needed to operate the center

____ code numbers indicating the level of responsibility each staff member will have for each task listed.

Sign this sheet and give it and the chart to your module coordinator.

____
(checked by)

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INFORMATION COLLECTION AND MANAGEMENT

OBJECTIVES 3 AND 4

INFORMATION COLLECTION AND MANAGEMENT

Efficient collection and management of information is vital to any employment center. Information must be collected on clients, prospective employers, specific job openings, and work sites, and must be readily available to appropriate program staff. Some sources which can provide examples of instruments for collecting information are public schools, work/study offices and public and private employment agencies. Examples such as those which follow may be adapted to meet your center's needs.

Employer/Job Information Samples[2]

Date ____________

Name of Establishment ______________ Address ________________ Phone No. ____________ Interviewer ____________

Type ________________________________ Product or Service ________________________

(Circle the Months Which Apply) Rush Season: J F M A M J J A S O N D Slack Season: J F M A M J J A S O N D Constant

LIST ALL PAYROLL JOBS By Descriptive Title List Full Time and Part Time Workers	ALL WORKERS								LABOR CHANGE Preceding 12 Months						LABOR REQUIREMENTS						Organized On-the-job Training Program?
	Age								No. Employees			Separations	Replacements	Added Employees	Age Range	No Years Schooling	Special Training	Job Experience Yes or No	License	Certificate	
	Under 25		25-49		50 & over		60 & over		Maximum	Normal	Minimum										
	M	F	M	F	M	F	M	F													

1. Are you planning expansion which will require additional employees? Yes ___ No ___
2. If you have employment opportunities for part time workers who are enrolled in school please check. Male ____ Female ____

---

[2] Adapted from Norris, W., Zeran, F. A., & Hatch, R. N. The Information Service in Guidance. Chicago: Rand McNally and Company, 1966.

EMPLOYER'S PROFILE CARD

Date..................19......

COMPANY................................ADDRESS......................

PHONE...................CONTACT PERSON................TITLE...........

JOB TITLE.............NO.........M...F.....STARTING RATE $...........

HRS....................

DUTIES..

....

EDUCATIONAL REQUIREMENTS: ....

....

SPECIAL PHYSICAL REQUIREMENTS: ....

CO. BENEFITS: ....REFERRALS.....................

MED. INS. ....

PENSION PLAN..

VACATION POLICY...

OTHER...

CO. LITERATURE: ....

REMARKS: ....

JOB OPENING # ____________

DATE ________________

JOB VACANCY FORM

Note: All information is confidential, and is not to be divulged to anyone other than an interested trainee or official of an institution involved in the Placement Program.

FIRM NAME ________________________________

ADDRESS ________________________________
(Street) (City) (State) (Zip Code)

TELEPHONE NUMBER ________________________________
(Area Code)

TO WHOM WOULD THE PROSPECTIVE EMPLOYEE BE REFERRED? (Name and Title)

____

TITLE OF JOB AVAILABLE ________________________________

NUMBER OF VACANCIES ______ DATE NEEDED ________________

PARTTIME OR FULLTIME ________________________________

CLOSING DATE FOR JOB OPENING(S) ________________________

SPECIFICATIONS (Age, Height, Weight, Experience, Education, Etc.) ______

____

PERFORMANCE REQUIRED OR DESIRED (Skills needed to perform assigned duties)

____

SALARY ________________ OTHER BENEFITS ________________
(Range - Beginning)

____

OTHER INFORMATION ________________________________

Client Information Samples

JOB PLACEMENT INFORMATION *

Please Print
Grade: .... School: ....
Name: .... Date: ....
Last First Middle
Address: .... Phone: ....
No. Street City Zip
Date of Birth: .... Height: ....Single ....Divorced
...Married ...Separated
...Widowed

Vocational Course	*Cooperative on-the-Job*	*Industrial Arts Training*
(Pre-employment Lab)	Part-Time Training........	Metal Shop.......
List Course and Grade	Distributive Education....	Woodworking......
....	Industrial Education......	Drafing..........
....	Vocational Agriculture....	Arts & Crafts....
....	CVAE......................	....
	Other.....................	

Are you interested in permanent, full-time employment? Yes ... No ...
Are you interested in summer employment only? Yes ... No ...
Are you planning to continue your education? Yes ... No ...
If yes, where? .... Course ....
Full-time ....Part-time..................
List extra-curricular activities while in high school:
....
List below any employment that you have had in the past or at present:

Employer	*Address*	*Type of Work*	*Salary*	*Dates of Employment*	*Hrs. Per Wk.*

Do you have transportation? Yes.... No.... Will you be riding the bus? Yes.... No....
Do you have a driver's license? .... Has it ever been suspended? Yes.... No....
Are you now under a doctor's care? ..... If so, explain ....
How many days did you miss from school during this past year? ....
What was the main cause of your absence? ....
Faculty References:

Name	School	Address

....
Signature

---

*Information should be treated as confidential

Student Interview Form

DATE ____________________ FULL TIME __________
PART TIME __________

NAME: ____ PHONE: ____________
(Last) (First) (M.I.)

ADDRESS: __________________________________ SOCIAL SECURITY NO.
(Street)

____
(City) (State) (Zip)

MARITAL STATUS S M D SEP W
NO. OF CHILDREN ____________
AGES ______
OWN CAR ___
USE BUS ___
ARE YOU BONDABLE? Yes___ No ___

MILITARY STATUS ____________
U.S. CITIZEN Yes __ No __
AGE _____
HEIGHT _____
WEIGHT _____
GENERAL HEALTH __________

DATE AVAILABLE AND HOURS DESIRED ______________________________

SPECIAL SKILLS ____

* * * * *

EDUCATION

CIRCLE GRADE COMPLETED 9 10 11 12 GED
NAME OF SCHOOL ________________ DATE ATTENDED _____ to _____ MAJOR COURSE/DEGREE ____________
____
(Address)

COLLEGE 1 2 3 4
________________ _____ to _____ ____________
____
(Address)

SPECIAL COURSES
________________________ _____ to _____ ____________
____

* * * * *

WORK EXPERIENCE

From ______ To ______
BUSINESS ADDRESS ________________ ________________ ________________
SALARY ________
REASON FOR LEAVING ________________ ________________

- -

From ______ To ______
BUSINESS ADDRESS ________________ ________________ ________________
SALARY ________
REASON FOR LEAVING ________________ ________________

Survey Employers

In the initial phase of your program, you will need to survey the local business and industry community to determine the types of jobs available, education or training needed for the various jobs, hiring patterns, etc. The forms on the previous pages indicate the types of information which can be collected on employers and jobs. The complexity of your information collection effort will depend on the services you will offer. Following is a list summarizing the categories of employer/job information found on the sample forms:

Information Categories

1. Name of the establishment
2. Address
3. Telephone number
4. Description of company/business
5. Contact person(s) responsible for hiring
6. Types of jobs available
7. Education/training requirements
8. Salary ranges
9. Average number of yearly openings, and hiring seasons/periods
10. Company benefits
11. Training programs available to workers
12. Hiring record for various target populations (e.g., females, males, various age groups and ethnic backgrounds, etc.)

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Activity Three

Directions:

1) You will complete this activity in your small groups.

2) Using the sample forms from the preceding pages and the preceding list of information categories, design a questionnaire to be used with the local business/industry community. Your questionnaire should include:

   a) headings covering at least the following five items: 1) persons responsible for hiring, 2) hiring record with respect to a specific target population, 3) types of work carried out by the business/industry, 4) types of workers needed, and 5) average number of yearly openings; and

   b) at least two survey questions for each item.

3) In developing your questionnaire, keep in mind that:

   a) your questions must be easy to understand and should not require a large amount of time for completion by the company.

   b) questions should be structured so that responses may be easily transferred into your permanent file records.

4) When all groups have completed this activity, return to the large group for discussion. Following discussion, you will be given an opportunity to revise your questionnaire if necessary.

Activity Four

Directions:

1) You will work in small groups.

2) Using the sample client information forms in the module or provided by the coordinator, you will now develop a questionnaire to be used in collecting client information. Begin work by listing the types of client information required by the center in order to match clients with specific jobs. This list must include at least the following items (in addition to name, address, and telephone number): a) education/training, b) work experience, c) skills, d) type of job desired, e) desired salary, and f) preferred location.

3) Develop at least two survey questions for each item in your list.

4) When all groups are finished, the module coordinator will lead a discussion. You will be given an opportunity to revise your questionnaire if necessary.

Checklist for Assessing the Achievement of Objective 3

Questionnaire from ____________________
Group #

Put a check (✓) next to each of the items found in the questionnaire you are reviewing.

_____ headings for (or a list containing) at least four of the following five items: a) persons responsible for hiring, b) hiring record with respect to a specific target population, c) types of work carried out by the business/industry, d) types of workers needed, and e) average number of yearly openings.

_____ at least two survey questions for each heading on the questionnaire.

checked by ____________________
Group #

Give this sheet and the questionnaire you are checking to the module coordinator.

Checklist for Assessing the Achievement of Objective 4

Questionnaire from ____________________
Group #

Put a check (✓) next to each of the items found in the questionnaire you are reviewing.

_____ headings covering at least five of the six following items: a) education/training, b) work experience, c) skills, d) type of job desired, e) desired salary, and f) preferred location.

_____ at least two survey questions for each item listed.

checked by ____________________________
Group #

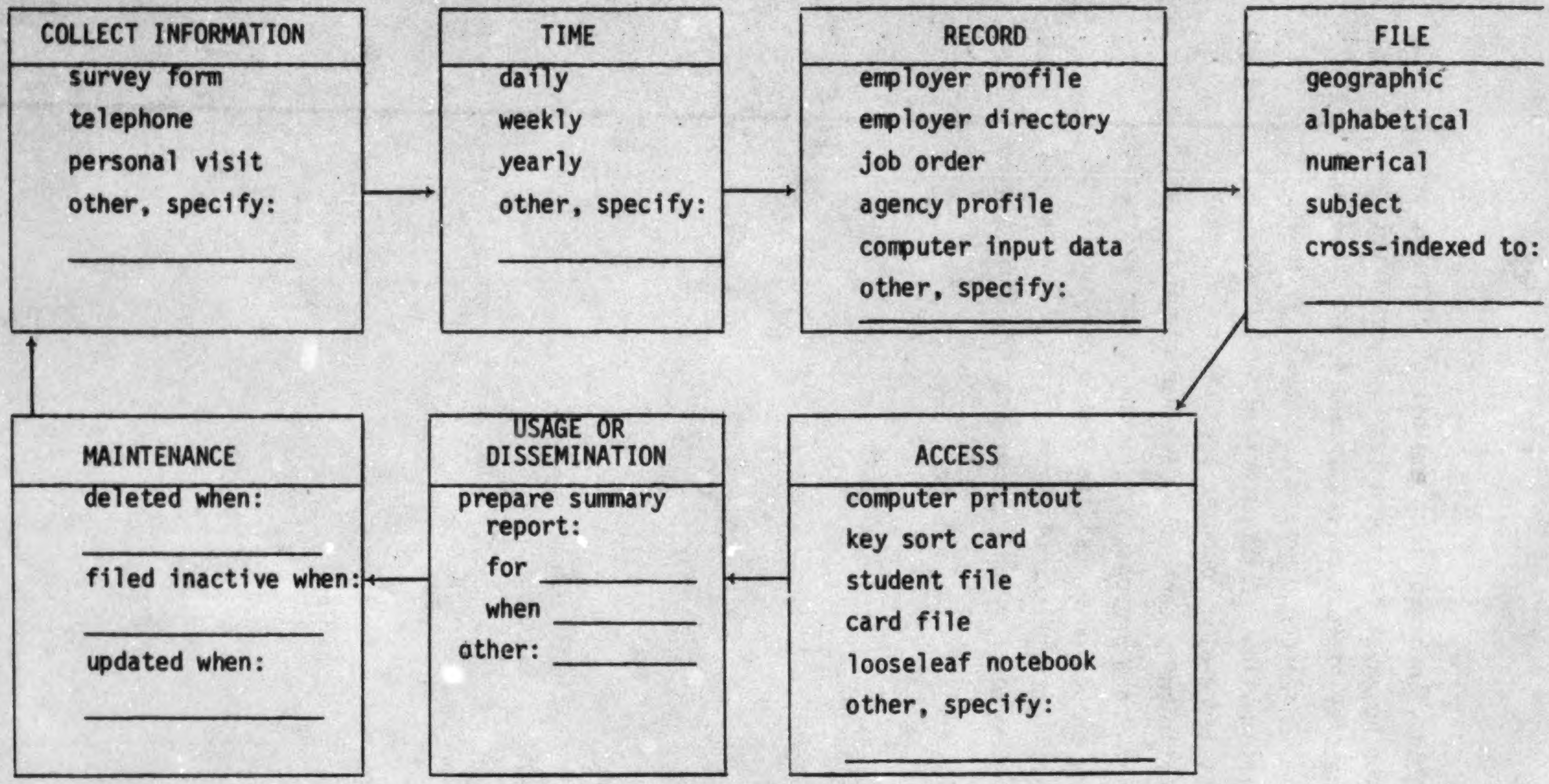
Give this sheet and the questionnaire you are checking to the module coordinator.

Information Management

Once collected, information on employers, clients, and specific job openings must be stored for easy retrieval. Depending on the size of your operation and funds available, you may select either a computerized or manual system for managing your information. A computerized system will require the assistance of a computer programmer. A manual system can be efficiently managed by trained clerical staff.

The following page presents a flow chart for information management. You should note that the same process could be used in either a manual or computerized system. For the purposes of this module, we will assume that a manual system will be used.

MASTER FLOW CHART FOR PROCESSING EMPLOYER AND JOB INFORMATION*



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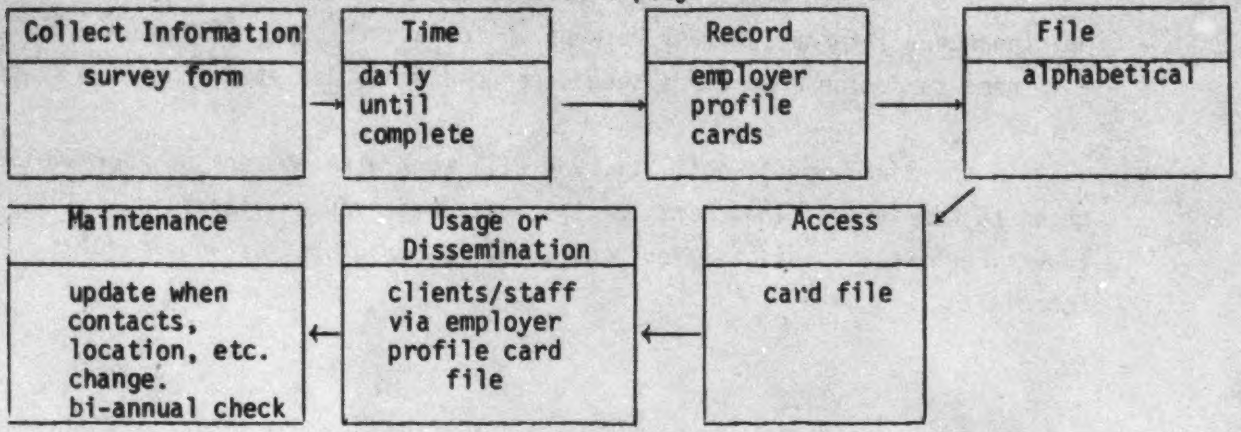
*From Conducting Job Development Programs, by Fielding, Joyce, and Fielding, Marvin. National Consortium on Competency-Based Staff Development. December 1976. Reprinted with minor revisions, 1978.

In Activity Three, you developed a survey questionnaire to collect general information on employers in your area. Following is an example of how that information might be processed using the flow chart.

Flow Chart for General Employer Information



Collect information - The information you will need will be gathered via a business/industry survey questionnaire such as the one you developed in Activity Three. This will be the only instrument required for this center activity.

Time - "Daily" in this box indicates that this information activity will continue on a daily basis until all business within the area have been surveyed.

Record - Information from the questionnaire will need to be condensed for easy handling and storage. You will need to decide what information you want on the condensed "employer profile cards."

File - You will need to determine how information is to be stored. Your options for this information are:

geographic - Where is the company located? You may want to divide a map of your area into districts.

alphabetical - Cards could be alphabetized by company name.

numerical - Assign code numbers for office use to each business in your survey.

cross-indexed - You may wish to use two or more of the above methods.

Access - You have determined how you will organize your information. Now, where will it be kept? If index cards are used, a card file will obviously be the most appropriate storage place.

Usage - Who will need to use this information? In the case of employer profiles, information will be equally useful to staff and clients.

Maintenance - Information must be kept up-to-date to be useful. You will need to decide when cards should be up-dated or deleted from your system.

In the final module activity, you will work with members of your small group to complete a flow chart for the instrument you developed in Activity Four. Feel free to discuss your chart with other groups or your module coordinator.

Application

In Activity Four, your group developed a questionnaire to collect client information. For this activity you will design a flow chart indicating how that information will be used and stored. Your flow chart should include the following headings discussed on the previous pages:

Collect Information
Time
Record
File
Maintenance
Usage or Dissemination
Access

When all groups have finished, the module coordinator will lead a discussion.

References

Gysbers, N. C. *Developing effective public relations*. National Consortium on Competency-Based Staff Development, 1976. Reprinted with minor revisions, 1978.

Norris, W., Zeran, F. A., & Hatch, R. N. *The information service in guidance*. Chicago: Rand McNally and Company, 1966.

Fielding, J., & Fielding, M. *Conducting job placement programs*. National Consortium on Competency-Based Staff Development, 1976. Reprinted with minor revisions, 1978.

COORDINATOR'S GUIDE

ESTABLISHING COMMUNITY-BASED EMPLOYMENT PROGRAMS

Ellen A. Stewart

March 1979

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support from the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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MODULE GOAL AND OBJECTIVES

Module Goal:

This module is aimed at vocational or employment counselors, community or social workers, and paraprofessionals who wish to establish a job information and referral service center based within a given community. The module may be used: in an existing community-based center to orient new employees who are unfamiliar with the workings of such an organization, or by individuals or groups needing information on, and training in, the technical aspects of the establishment of such a center.

The goal of the module is to provide the participant with information and practice in: 1) identifying the target population to be served and the employment needs of that population, 2) determining the center's personnel needs and establishing an effective chain-of-responsibility for carrying out the center's functions, 3) conducting a survey of the business/industry community to determine what employment opportunities are available, and 4) establishing and maintaining an efficient system for job information and client referral.

Module Objectives:

When you have successfully completed this module, you will be able to:

1. Specify in writing the target population to be served by the employment center program (hypothetical), a rationale for the establishment of the center, and a description of the services to be offered.

Successful achievement of this objective will require participants working in groups to: a) develop and practice using a needs survey questionnaire to determine the need for an employment program in a community; and b) develop, from questionnaire responses, a written rationale for the program's establishment and for the services to be provided.

Successful achievement will be determined by fellow participants working in "community" groups. The reviewing "community" will certify that the rationale: a) accurately describes the ethnic composition, SES breakdown, and work patterns of the community; b) describes job-related services already available to community residents; and c) lists the types of services to be offered by the employment center with a justification for each service.

2. Develop a chart which lists the tasks to be carried out in the initial phase of the establishment of the employment center described in Objective 1, and the staff needed for each task.

Successful achievement of this objective will require participants working in groups to: a) develop and complete a chart listing the tasks to be carried out by the employment center staff; b) select, from a list given in the module, the types of staff members needed to operate the center; and c) indicate, using a key provided in the module, the level of responsibility each staff member will have for each task listed. Successful achievement will be determined by the module coordinator.

3. Develop a questionnaire to be used with local businesses and industries which will collect information on at least: a) persons responsible for hiring, b) hiring record with respect to a specific target population, c) types of work carried out by the business/industry, d) types of workers needed, and e) average number of yearly openings.

Successful achievement of this objective will require the participant to: a) list at least four of the five types of information given above needed by the center in order to make contacts with business/industry and to place clients, and b) develop at least two survey questions for each information item listed.

4. Develop a questionnaire to be used with clients which will collect information on at least: a) education/training, b) work experience, c) skills, d) type of job desired, e) desired salary, and f) preferred location.

Successful achievement of this objective will require the participant to: 1) list at least five of the six types of information given above needed by the center in order to match clients with job openings, and b) develop at least two survey questions for each information item listed.

Coordinator's Role

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, and let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, and spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Participate as necessary in the evaluation procedures related to assisting the participants' successful achievement of the module objectives. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of the Coordinator (to be used as a checklist as you go through the module)

Prior to the workshop:

1. Study the module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop.

At the workshop:

1. Introduce yourself to participants and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Introduce the basic purposes and structure of the module by going over the module goal and objectives.
4. Follow the procedures outlined in the remainder of this Coordinator's Guide for conducting the various discussions, activities, and evaluations.
5. Conduct a wrap-up session. Your tasks here are to
   a. Summarize what has gone on and what has been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly; add any sources you know of.
   d. Mention any technical assistance available--experts related to module topics to whom they might be able to turn.
6. Throughout, observe how things go, and collect suggestions for ways to improve the module. Keep a written account of these.

Required Materials

1. Paper, pencils, pens
2. Chalk and chalkboard
3. Ten large sheets of newsprint, marking pens, masking tape
4. (Optional) If you decide to have partipants assess each other's achievement of the module's four objectives, you will need to xerox the appropriate number of copies of the four checklists for assessing achievement of the objectives.

Module Procedures

Introduction

1. Introduce yourself to participants. Briefly explain the purpose of the workshop.
2. Have participants introduce themselves. (You may have a favorite "warm-up" activity for this purpose.) Ask them to briefly state their reasons for attending the workshop and what they hope to gain from it.
3. Hand out copies of the module and have participants turn to page 1. Summarize the purpose (goal) of the module and describe the activities for the day.
4. Answer any questions participants may have.

Determining the Need for a Community-Based Employment Program

5. The text section in the participant materials discusses the purpose of community-based employment centers and lists some possible components of the center's program. You may wish to have participants read this material themselves. Or, it may be preferable to prepare a lecture summarizing the text. In the latter case, emphasis should be placed on the features of a community-based center which distinguish it from public and private employment agencies, and on the possible program components.
6. If possible, as an alternative to using the text provided, arrange for participants to visit a community-based center of some type. The purpose of the visit will be to give participants a first-hand view of the real meaning of "community-based." (Since this is the emphasis, you are not limited to employment centers. Try to locate senior centers, half-way houses, cultural centers, mental health centers, etc.). Have participants interview staff members to determine what needs of the community inspired the establishment of the center. Although this is an optional activity, every effort should be made to arrange for such a visit. The knowledge gained from a first-hand view of a community-based center will be invaluable. (Optional)
7. Lead a discussion of the text (or site visits). Encourage participants to discuss their own experiences in community work.

Activity One

8. Introduce the activity. You may use the opening paragraph under Activity One in the module. Participants will need blank paper and pens or pencils.

9. The success of most of the activities in the remainder of the module depend on the outcome of this activity. The intent of Activity One is to have participants recall difficulties they encountered during their job-seeking experiences--difficulties which might not have arisen if they had had the services of a well-structured employment program. Some participants may not be able to recall (or may not have had) the types of experiences being sought. Remember that this is a simulation. Explain the purpose of the activity to the participants. Those who are unable to draw from their own experiences may "dream up" appropriate experiences or relate difficulties others may have had.
10. Divide the participants into numbered small groups. Try to get an even number of groups with 3-5 participants in each. Tell participants that they will work in the same small group throughout the module. (Give them an opportunity to get to know each other.)
11. Answer questions if necessary. Have participants begin working on Part I. Each participant should make his or her own copy of the questionnaire developed by the group. Offer your assistance if groups seemed to get bogged down.
12. When all groups have finished, reassemble the large group. Have a spokesperson from each small group read off the headings his or her group developed for the questionnaire. List these on the board. (Don't duplicate responses.)
13. Discuss the headings.

    Are there any unnecessary categories?

    Are any additional categories of information needed?

    Will responses from this needs survey questionnaire provide information on:

    - Employment patterns of community residents
    - Economic status of residents
    - Skill levels
    - Educational levels
    - Job-seeking methods commonly used and the success rates of these methods
    - Training needs
    - Special problems related to job-getting and job retention
    - Other social services readily available to community residents?

    (You may wish to write the above items on a large sheet of newsprint to be posted when needed.)

14. Have participants return to their small groups and revise their questionnaires if necessary.
15. In their small groups, have participants read the directions for Part II (in their text) and begin work. Make sure participants know if their group is even- or odd-numbered.
16. Mingle among the groups. Offer assistance when needed.
17. Have participants complete the requirements of Objective I. You may want to read to them the criteria for successful achievement outlined on page 1 of this guide.
18. When all have finished, have participants exchange rationales with their partner group. They may use the checklist in their materials for reviewing purposes. Or, you may xerox the form and have copies ready to pass out at this time (one copy per group is sufficient).
19. Have reviewers return rationales to the proper group. Collect the review form.
20. A 10-minute break may be appropriate at this time.

Setting Up Your Office

21. Summarize the previous activities.
22. Prepare a lecture on, or have participants read, the text section on this topic. Encourage discussion and answer questions.
23. Invite a representative from a community-based employment center (or a small private employment agency) to speak to participants. Have the guest describe the tasks involved in running the center and the staff required for operation. (Optional)
24. Ask a private employment agency to provide you with written job descriptions for that agency's staff. Post these descriptions and allow participants time to review them. (Optional)

Activity Two

25. Have participants return to their small groups and begin work on Activity Two. Answer questions as necessary.
26. When all have finished, reassemble the large group. Discuss the tasks groups have listed and staff assigned to each task.
    Have any major tasks been omitted?
    Will staff assignments allow for smooth operation and feedback?

27. Allow groups an opportunity to revise their charts as necessary.
28. Have participants put their names at the top of their charts. Collect the charts and use the module's checklist for determing the achievement of Objective 2. Or hand out copies of the form and have participants check each other's charts.

Information Collection and Management

29. Have participants read the text section on this topic. You may want to xerox samples of the forms provided and post them where they can be easily seen. Or, you may prepare a lecture on the material and make overhead transparencies to display the forms.
30. As an outside assignment you may wish to have participants visit various public school and university work/study offices, public and private employment agencies, and community-based employment centers to gather information collection instruments used by those agencies. Instruments collected could be posted for all to review. (Optional)

Activity Three

31. Answer any questions participants may have. Have them begin work on Activity Three.
32. Lead a discussion of the items that groups have included in their questionnaires. Allow time for participants to revise questionnaires as necessary.

Activity Four

33. Have participants turn to the page of directions and begin work on Activity Four. Allow participants to discuss and revise their questionnaires as necessary.
34. Have small groups exchange the questionnaires developed in Activities Three and Four. They may use the checklists in their materials for their review or you may xerox copies of the forms and have them ready to hand out. Each group will need one copy of each form.
35. Have participants read, or you lecture on, text pages 33-36. Answer any questions they may have on the flow chart.
36. Pass out one large sheet of newsprint and a marking pen to each small group.

Application

37. Have participants turn to the Application section and read the directions for that activity.
38. Have them begin work on their flow charts. Tell them to draw a copy of the final version of their chart on the newsprint.
39. When all have finished, reassemble the group. If possible, post the flow charts so that they may be seen by all.
40. Lead a discussion in which group members compare their flow charts to those developed by other groups. Have participants revise their charts as necessary.

Wrap-Up

41. Answer any questions participants may have.
42. Encourage partipants to visit a local community-based employment center if one is available. You could prepare a handout of local community-based centers (health, recreation, senior services, etc., as well as employment) and give this to participants for their reference.

Maximizing This Module

This module was field tested at the University of Florida in November 1978. The field test coordinator reported that the participants became involved in all of the activities with enthusiasm and interest. The following points, aimed at helping you maximize your use of this module, are based on analyses of the field test coordinator and participant evaluations:

1. When you introduce Activity One, make sure that you explain the purpose of the activity, as stated in point 9 at the top of page 6 in this Coordinator's Guide. That paragraph explains the relevance of the activity to the rest of the module.

   Following are two possible variations for Part I of Activity One:
   a. Rather than have participants complete self-analyses of their first job-seeking experiences, you could have participant pairs interview each other to obtain that information. Interviews would make this phase of the activity more interactive.
   b. Or you could have small groups discuss, in more general terms, the types of information required and problems encountered by job-seekers. In the discussions, participants can draw on their own job-seeking experiences or on the experiences of family, friends, clients, etc. Have the groups take turns reporting the main points of their discussions.

2. For some activities, you may want to provide time for individuals to plan on their own before meeting in small groups. Go over the directions for the activity with the entire group, and then allow several minutes for individual planning prior to the group activity.

3. To minimize participant fatigue, you may want to present the module in two half-day sessions rather than in one full day.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: ______________________________

WORKSHOP DATES: ______________________________

WORKSHOP COORDINATOR(S): ____________________

____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) ______________________________ Date ____________

Module Title ____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell
2. Program Development Model
   Charles Dayton and H. B. Gelatt
3. Assessing Desired Outcomes
   Charles Dayton
4. Assessing Current Status
   Phyllis DuBois
5. Establishing Program Goals
   Charles Dayton
6. Specifying Student Performance Objectives
   Laurie Harrison
7. Selecting Alternative Program Strategies
   H. B. Gelatt
8. Specifying Process Objectives
   Barbara Pletcher
9. Developing Program Staff
   Barbara Pletcher
10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung
11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman
12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg
14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg
15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk
16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
    Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
    Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
    Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
    Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
    Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
    Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
    Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
    Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
    Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
    Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
    Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
    Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
    Lee Winocur

48. Consulting in the Area of Career Guidance
    Tom Quinn

49. Planning Collaborative Career Guidance Projects
    Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
    Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
    Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
    Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler